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ABSTRACT

A brief history of the Nazi rise to power and genocide of Jews is contained in this pamphlet. The pamphlet was designed to supplement secondary social studies textbooks when it was found that most texts omit or skim over the treatment of the Jews by the Nazis. The document begins with a brief overview of historical content which the developers feel constitutes the minimum amount of information that teachers and students need to understand the meaning of the events in Germany that preceded and occurred during the Nazi era. Information is presented on unification of German states into one nation under Otto von Bismarck; Prussian militarism; social collapse following Germany's defeat in World War I; democracy during the Weimar period from 1918-1933; background of Adolph Hitler; Hitler's rise to power; and Nazi treatment of Jews. The second part of the pamphlet contains suggested learning activities and an annotated list of films and books. Activities involve students in word study, reading assignments, group and class discussions, committee work, writing exercises, role playing, arranging for and listening to class speakers, and audiovisual presentations. (Author/JR)

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THE THIRD REICH IN PERSPECTIVE

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A Resource Unit FOR TEACHERS AND GROUP LEADERS

2

Introduction

Though more than twenty-five years have passed since the end of World War II, the Nazi attempt to exterminate the Jews of Europe has yet to find a place in the social studies curriculum. In 1960 Dr. Lloyd Marcus, in an analysis of 48 high school social studies texts, concluded that "there is a paucity of forthright material on what Hitler did to millions of minority group members in Germany and the lands he conquered." (Lloyd Marcus, *The Treatment of Minorities in Secondary School Textbooks*, New York: Anti-Defamation League of B'nai B'rith, 1961 page 24.) Little was done to repair these omissions during the following decade. In 1970 Michael Kane concluded, "As a group, the textbooks examined for this study are hardly more adequate... than those reviewed in 1960....In fact, twelve of the fifteen social problems or civics texts reviewed did not mention the Nazi atrocities at all."(Michael B. Kane, *Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts*, New York and Chicago: Anti-Defamation League of B'nai B'rith and Quadrangle Books, 1970, page 53.)

What the textbook writers are unwilling or unable to do, teachers and their students can do for themselves. *The Third Reich in Perspective* is a means to this end. Though short, it supplies some of the essential facts about Nazi Germany, learning activities suitable for the classroom, and an annotated list of films and books, many of the latter available in paperback.

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The Struggle for Unification

Modern German history is the history of the failure of German democracy. The roots of Nazism lie in that history of failure.

Until late into the 19th century, long after most Western peoples were united, the word "Germany" did not refer to a single nation, but to a Central European patchwork of over one hundred German states ranging in size from miniscule to middling. Each was more or less independent and under the autocratic rule of a petty prince or — in the case of larger ones like Prussia and Bavaria — a king. In the Middle Ages every attempt to impose a central authority upon the German lands had proved abortive, the Holy Roman Empire being more a fiction than a fact. In the 16th century, the Lutheran Reformation had tremendous effects which still affect our lives today, but it too failed to bring about the unification of Germany.

The world-shaking French Revolution, at the end of the 18th century, with its ideals of liberty, equality, and fraternity expressed politically in rule by Parliament, failed to inspire the German people to similar effort. The aristocracy and landed gentry fought all attempts to establish a parliament based on democratic suffrage. When a great wave of revolution swept Europe in 1848, democratic uprisings also took place in Berlin, the capital of Prussia, and in other German states. The German liberals, supported by most of the middle class and peasantry, came to power for the first time. But they lacked resolution and compromised with the Prussian military autocracy and the German princes. In the end many were forced to flee Germany for England or America.

Bismarck — Advocate of "Blood and Iron"

Until 1848 democracy and nationalism had more or less gone hand in hand in Germany, as they had in Western Europe and America. But after the failure to institute liberal reforms in 1848, this situation changed. Prussia — the strongest of the German states, thanks to a powerful army commanded by a military elite — set about uniting Germany under its own rule. Prussia's Prime Minister, Otto von Bismarck, used a policy of intimidation and conquest to bring about the unification.

The union was completed on January 18, 1871, when the Prussian King was proclaimed Kaiser of the German Reich

(Emperor of the German Empire) after the defeat of France in the Franco-Prussian War. Thus Germany did not unite voluntarily on the basis of a democratic parliamentary system, which was the pattern in Western Europe and America; rather did Prussia unite the German people by conquering them. From the alliance between German nationalism and Prussian militarism there followed all those sinister events of modern German history which culminated in the catastrophe of Nazism.

William L. Shirer writes: "Bismarck's unique creation is the Germany we have known in our time . . . in which first this remarkable man and then Kaiser Wilhelm II and finally Hitler, aided by a military caste, . . . succeeded in inculcating a lust for power and domination, a passion for unbridled militarism, a contempt for democracy and individual freedom and a longing for authority . . ."

Bismarck announced the future course of Prussian Germany in 1862 by declaring: "The great questions of the day will not be settled by resolutions and majority votes — that was the mistake of the men of 1848 — but by blood and iron."

World War I — Defeat and Despair

The policy of blood and iron, of war and conquest and empire, led Imperial Germany into World War I, which, after years of enormous slaughter, ended with her ignominious surrender and the abdication and flight of Kaiser Wilhelm II. The revolution that broke out in November 1918 again presented Germany with an opportunity to reconstruct herself on democratic foundations, and again she failed, although the failure did not become apparent at once.

The Weimar Republic proclaimed by the Social Democrats at the end of 1918 was established quite half-heartedly, as it were, by default. It was born out of defeat in war and not out of a triumph of democratic sentiment. And indeed the old Junker landowning and military class remained very much alive and powerful. Although the Weimar Constitution was a model liberal and democratic *document*, the Republic rested on shaky foundations so long as it failed to disarm and defeat all those hostile classes and groups which were biding their time and merely tolerating a democratic regime: the feudal Junker landlords and upper castes, the General Staff and military caste, the industrial magnates, and the heads of the Prussian bureaucracy.

The Social Democrats, or Labor party, who were the largest single political organization, vacillated. Instead of moving energetically to destroy these hostile elements, they compromised with them, just as German liberalism had compromised with the autocracy in the 19th century. Later these same reactionary elements, in spite of their dislike for Hitler as a vulgar demagogue, would finally install him in power.

The Weimar Period — Democracy on Trial

The Weimar period from 1918 to 1933 was just such a time of turmoil and disorder as was needed to spawn the Nazi movement. Almost immediately after the end of the war, reactionary groups began to clamor that the army had not been defeated by the Allies at the front, but had been "stabbed in the back" at home by democrats and socialists. They said this even though they knew the General Staff had compelled the Imperial government to sue for an armistice long before there was any revolutionary disturbance, by informing it that the army could not carry on the war any longer.

Armed bands of terrorists and freebooters assassinated liberals, democrats and socialists, and supported attempts to overthrow the government. The humiliating Versailles Treaty was laid at the door of the Weimar democrats. The mark began to fall. By 1923 it was worth four billion to the American dollar. The savings of the middle class, the principal depositors, were wiped out and there was general impoverishment and desperation.

When the crash of 1929 ushered in the world-wide depression, factory production declined drastically, businesses closed, and millions were thrown out of work. Conditions bred fear and despair, which in turn, bred violent hatreds. Adolf Hitler knew how to play on these feelings and enlist them in the service of nationalist delirium, hatred of democracy, and the drive for military domination and conquest — which, for all his talk of a Nazi "revolution," were the more or less traditional features of Prussian Germanism.

Adolf Hitler — a Failure, Dreams of Glory

Adolf Hitler was born on April 20, 1889, in the Austrian town of Braunau-on-the-Inn across the border from Bavaria. Austria was then a part of the Austro-Hungarian Empire. The Austrians spoke German and many, like Hitler, thought of themselves as German

and looked with contempt on the other, mostly Slavic, nationalities that made up the Empire. The youthful Hitler wished passionately to become an artist, but was rejected by the Vienna Academy of Fine Arts as lacking talent. He spent four crucial years, 1909-13, in Vienna, most of the time as a down-and-out tramp shunning regular employment. During these years, Hitler crystallized his own brooding hatreds and resentments into a philosophy. Its cornerstones were: glorification of war and conquest; exaltation of the Germans as the Master Race; hatred of the Jews; contempt for democracy.

Nazi Party Strategy — Democratic Slogans for Totalitarian Ends

In 1913 Hitler went to Munich and when World War I broke out enlisted in the German army. After the war he stayed in the army and was assigned to spy on political parties in Munich which the military considered dangerous. One such party was the tiny German Workers party, which turned out to be violently nationalist. Hitler, instead of reporting it to the authorities, was the seventh man to join it, in 1919. The name of this party was changed to the National Socialist German Workers party in 1920 ("Nazi" is an abbreviation of the first part of the German title). Under Hitler's frenzied leadership it grew from a tiny group to a mass organization with millions of members. Eventually it became the only political party in Germany.

Hitler built the Nazi party in frank emulation of the mass party of the Social Democrats; in Vienna he had been impressed by the great demonstrations of Viennese Social working men, their popular press, and their oratory. But the Social Democratic party was democratic — what did Hitler see in it to serve his dictatorial purpose? Hitler had appreciated very early that in the modern age, German militarism and nationalism could no longer rule by means of the traditional aristocratic minorities and elites, but required the support of the "masses."

To win the mass support of unemployed factory workers, small farmers lacking land, threadbare and underfed office clerks and civil servants, shopkeepers on the verge of ruin, and disinherited middle class people, to whom the Communist party was also appealing, the Nazis needed to promise more

than anti-Semitism and anti-Communism, nationalism and militarism. They needed to pretend that they would carry out a social revolution. (Hence the word "Socialist" in the party name. The Nazi "social" aims were dropped soon after the party came to power.)

The Nazi Program — Something for Everybody

At the very first public meeting of the Nazi party in 1920, Hitler's talents as a demagogue and orator had marked effect. His pounding fists, burning eyes, hoarse cries and hysterics aroused his audience to a fever pitch. He outlined a 25-point program, which became the party's official platform, that promised everything to everybody. Among other things he promised a larger "living space" (i.e. more territory) for Germany; full citizenship only for people of "German blood"; confiscation of war profits; old age pensions; low rentals to small businessmen; anti-Communism and abolition of interest on land and mortgages.

By 1923 the party membership had grown from the handful of 1920 to some 17,000, most of it concentrated in and around Munich. In November of that year, Hitler enlisted the support of General Erich von Ludendorf and attempted to carry out what has since come to be known as the "Beer Hall Putsch": he proclaimed the outbreak of the "national revolution" in a Munich beer hall and announced that the Bavarian and Reich governments were dissolved. A few shots fired by the authorities sufficed to rout the Nazi "revolutionaries." The Nazi party was banned. He was released after less than a year, at the end of 1924 — the Weimar judges, for the most part the old judiciary of Kaiser Wilhelm days, being always tolerant of treason when committed by nationalists. Hitler seemed defeated and discredited.

The Beer Hall "Putsch" — Hitler Overreaches Himself

After completing his autobiography, *Mein Kampf* (My Battle), which openly revealed his sinister political intentions, Hitler set out to rebuild the National Socialist party. No more "putsches" from now on; he had learned his lesson. Now he would capture power legally. "We shall have to hold our noses and go into the Reichstag," he said.

The Depression —The Nazi Party Feeds on Discontent and Hatred

In the years from 1925 to the end of 1928, the Nazi membership was scarcely more than 100,000, in spite of active campaigning. But in 1929 the depression struck Germany. In the hunger, despair and chaos that it brought, Hitler at last found his chance; millions of Germans began to listen to the promises and threats he vociferated daily. Where the Nazis had polled 810,000 votes in 1928, in the fall of 1930 they polled six-and-a-half million, increasing their seats in the Reichstag from 12 to 107. They were now second only to the Social Democrats.

Meanwhile the Nazi party had grown into a vast apparatus organized down to the street and block level, and complete with special sections for children, youth, women, professional groups and labor organizations. It published innumerable newspapers and magazines. The party itself was organized like the government and became a state within a state. The brown-shirted Storm Troopers (*Sturm Abteilungen* — S.A.), the Nazi armed forces, were bands of thugs who conquered the streets for Hitler by beating and killing opponents and breaking up their meetings. Everywhere the Nazi emblem of the swastika, the crooked cross which so perfectly expressed the sinister spirit of Hitlerism, was in evidence.

Hitler Makes a Bid for Power

With a powerful mass organization and an electoral following of millions, Hitler now began to look to the top. In the spring of 1932, he ran for president (head of the state; the chancellor was head of the government) against the incumbent, Field Marshal Paul von Hindenburg. He failed, and Hindenburg was re-elected, but the Nazi party had increased its vote to thirteen-and-a-half million. In two Reichstag elections in 1932 Hitler tried to win a majority of Germans to his party so as to become chancellor and form a government of his own. The Nazis won nearly fourteen million votes in the first, and became the largest German party, but still they fell short of a majority. In the second election the Nazi vote fell off by two million.

At this point a union of the anti-Nazi forces could have stopped Hitler. But the Communists were attacking the Social

The Opposition—Half-Hearted and Disunited

Democrats as "social fascists" and looking to the victory of Hitler as a stage along the way to their own capture of power. They denounced the Weimar Republic as violently as the Nazis.

The conservative and reactionary groups, the ever-powerful Prussian Junkers, army and big business, who had only tolerated the Republic, were now prepared to bury it. Using Hitler as their tool, they hoped to eventually restore the Hohenzollern monarchy. Through Franz von Papen they made a deal with Hitler agreeing to back him for chancellor. In return for this they would retain the preponderance of power for themselves, including the vice-chancellorship and most of the cabinet posts. On January 30, 1933, President von Hindenburg appointed Adolf Hitler Chancellor of Germany.

The Nazi leader had no intention of serving as the Junkers' tool. In only a few months he became dictator. He used the occasion of the Reichstag fire in February 1933, which the Nazis almost certainly started themselves but which they blamed on the Communists, to attack and drive out of existence not only the Communist party but the democratic anti-Nazi parties.

In spite of the Nazi reign of terror which was now backed up by the power of the state, Hitler still failed to capture a majority of the vote in the last free elections in March 1933. At this point the Nazis simply refused to seat the Communist delegates who had been elected, threatened other delegates with the same fate, and thus secured the two-thirds majority by which the Constitution was amended, thus placing all legislative functions in Hitler's hands. Now he and he alone made the laws, as well as executed them.

Hitler Reorganizes German Life Along Nazi Lines

By the summer of 1933 the Nazis were the only party in Germany. They proceeded to nazify German life completely (their word for this process was *Gleichschaltung*), bringing it under the total domination of the political religion (ideology) of National Socialism. They nazified the Christian churches as well, and even made efforts to replace them with an outright pagan racist ("Nordic") ritual. Totalitarianism is the term we have coined to describe the total control of a nation's life by a mass politi-

cal movement. Concentration camps, that dreadful invention of the 20th century, were set up in which to lock up opponents of the regime: liberals, radicals, Jews, religious leaders and intellectuals.

Hitler Betrays His Lieutenants

One vital center of German power still lay outside of Hitler's control — the General Staff and the army. The two-million-strong Storm Troopers (S.A.), led by Captain Ernst Roehm, clamored for a "second revolution" and the replacement of the regular army by a new "People's Army" of the Storm Troopers.

In the spring of 1934, when President von Hindenburg was on the point of death, Hitler told the army generals who were demanding the suppression of the S.A. that he would indeed suppress them and confirm the regular army as the military force of the Third Reich if they would support him as Hindenburg's successor in the presidency. The generals agreed. In the Nazi blood purge of June 30, 1934, Hitler killed Roehm and scores of other "left" Nazis as well as a host of people against whom he bore a grudge. The generals fulfilled their part of the bargain after Hindenburg's death in August 1934. Hitler's absolute dictatorship was complete when the entire army swore an oath of allegiance to him personally, as Fuehrer.

The Nazis Single Out The Jews As Scapegoats

Hitler's very first diatribes as an obscure agitator were aimed against the Jews, and his last will and testament, written as Russian troops were closing in on his bunker in Berlin at the end of April, 1945, is filled with hatred for Jews. Hitler's own pathological hatred became the core of Nazi philosophy. Hitler, of course, did not invent anti-Semitism. However, he exploited it until it became a depraved philosophy and political technique and carried it to lengths of murderousness never reached before.

The Aryan Myth

Racial ideas exalting a so-called Aryan or German "race" had taken deeper and deeper root in Germany in the course of the 19th century, partly as compensation for the feelings of envy Germans felt vis-a-vis the historical grandeur of France and England, partly as justification for Prussian aggressiveness. As science, these ideas were pure fiction; there is no such thing as German (or French

or Spanish or Jewish) "race" or "blood." At most, anthropologists use the concept of race as a way to classify mankind on the basis of gross physical characteristics into the rough divisions of Mongoloid, Caucasoid and Negroid. As myth, however, these racial ideas were potent.

The chief theoreticians of German racism were: Johann Gottlieb Fichte, a professor of philosophy who claimed that the French, Jews and others were decadent and only the Germans were capable of ushering in a new era in history; Count Joseph Arthur de Gobineau, a Frenchman who in 1852 wrote the "Essay on the Inequality of the Human Races" which sang the praises of the "powerful Aryan German"; and Houston S. Chamberlain, English born, who, in his book *Foundations of the Nineteenth Century* (1899), wrote: "The races of mankind are markedly different in the nature and also in the extent of their gifts, and the Germanic races belong to the most gifted group." These ideas, which were endemic in Germany, provided Hitler an apparently respectable foundation for the obscene extravagances of Nazi racism.

The Anti-Jewish Laws

From 1933 to the outbreak of World War II in 1939, the Jews were systematically driven out of all public, professional and business life in Germany. They were deprived of their political rights and citizenship and made "subjects." The chief legal instrument for this were the notorious Nuremberg Laws of 1935. Other measures, such as forcing them to wear a yellow star, were decreed solely to degrade the Jews. On November 10, 1938, following the attempt on the life of the German ambassador in Paris by the son of a deported Jew, the Nazis unleashed an orgy of violence against the German Jews. According to a report by Goering, on the first night 191 synagogues were demolished, 7,500 shops destroyed, 171 Jewish homes set on fire, 20,000 Jews arrested and 36 Jews were lynched by Nazi mobs.

Shortly after, new decrees established ghetto areas to which the Jews were forced to move. Their rights of appeal to law were taken away and a large portion of their property was officially confiscated. A restricted number were able to emigrate. The rest faced the ultimate extermination ("final solution" in the Nazi vocabulary) which was always implicit in Hitler's anti-Semitism, but for which he needed the chaos and terror of war to complete. He was soon to have the war he needed.

Hitler Defies The Treaty of Versailles

Hitler had written in *Mein Kampf*, "Mankind has grown great in eternal struggle, and only in eternal peace does it perish." His declared purpose was to rearm Germany and lead it in a war of conquest against Eastern Europe and Russia, after first having had a "final reckoning" with France.

As soon as he came to power Hitler began his campaign by rearming Germany in violation of the Versailles Treaty. In 1935 he openly proclaimed that Germany would build an army of 36 divisions. In 1936, he reoccupied the demilitarized Rhineland zone. France, timid in purpose and restrained by Great Britain which shrank from war, did nothing, although Hitler was not yet strong enough to resist a show of force. On November 5, 1937, he told his generals in secret that he planned to go to war by 1943 at the latest. On March 11, 1938 Hitler made his first conquest completely unopposed. The Germany army marched into Austria and incorporated that country into the Third Reich.

Next Hitler threatened Czechoslovakia, demanding the Sudetenland with its German-speaking population. Neville Chamberlain, Prime Minister of Great Britain, persuaded the Czechs to agree to this demand. Then Hitler told Chamberlain that he insisted on more — on marching his new army into the Sudetenland at once. At the Munich Conference in 1938, which included Great Britain, France, Fascist Italy and Germany, the democracies surrendered. In March 1939, Hitler established a protectorate over what remained of the Czech state.

Hitler Starts World War II

All these triumphs were bloodless ones, the result of Nazi bullying and Franco-British timidity. Hitler's next move was to deliberately provoke war. After allying himself with Italy in the "Pact of Steel" in May 1939, he moved ahead with his plans to attack Poland. On August 23, 1939, to the astonishment of the world, he signed a pact with Stalin which secured his Eastern flank. On August 25, Britain countered by signing a mutual assistance pact with Poland. On August 31, 1939, the Gestapo (Secret Police), on Hitler's orders, faked a Polish attack against the German frontier. On September 1, 1939, the Germany army "replied" by invading Poland. Britain and France declared war on Germany a few days later. The Second World War had begun.

Hitler's early victories were relentless. Poland fell in weeks. The next spring Denmark and Norway were taken. In May 1940 France toppled before the *Blitzkreig* (lightning war). Russia, Hitler's recent partner, was attacked in June 1941 and yielded up vast territories as the Red Army fell back under the German blows. Meanwhile Japan had attacked the U.S., and Hitler, honoring the pledge to his Axis partner, also declared war on the U.S.

Gradually, however, the tide began to turn. The British repelled a German attack at El Alamein in North Africa in October, 1942. The German Sixth Army was destroyed in the snow at Stalingrad in November, 1942. Defeats began to follow defeats as American strength assisted in the repulse of the Nazi armies. Italy was knocked out of the war in 1943. In June 1944 came the Allied invasion of occupied France.

Hitler's Early Successes Give Way to Total Defeat

In July of 1944, the same Prussian military class which had allied itself with German nationalism to create the aggressive, anti-democratic Germany of modern times, and which had helped Hitler to power because it believed he would work for the traditional goals of German militarism, tried to assassinate him, not for the first time, lest in his obstinate rage to continue the war he destroy Germany completely. But the officers' plot failed and Hitler killed thousands of them in revenge, thus assisting, in his own way, the dissolution of that class which had so long blocked the road to German democracy.

May 1945 saw the meeting of the Anglo-American and Russian armies driving from west and east, and the unconditional surrender of Germany following Hitler's suicide in his Berlin Bunker.

Hitler's "New Order"

What did Hitler intend to do if he had won the war? The "New Order" about which he was fond of speculating was a nightmare in which all the Jews and a good part of the Slavic peoples — Poles, Russians and Czechs — would have been exterminated as "undesirable elements." Hitler wrote in a memorandum: "The Polish gentry must cease to exist! However cruel this may sound, they must be exterminated. . . . Also all representatives of the Polish intelligentsia are to be exter-

minated. This sounds cruel, but such is the law of life." The other captive peoples would have served the German Master Race as slaves.

The Nazis began to "construct" the New Order even while the war was on. We have the evidence of massive deeds as well as words, to teach us about the insane lengths of murderousness, enslavement and rapine to which Hitler was ready to carry the scourge of German militarist nationalism.

William L. Shirer writes in *The Rise and Fall of Adolf Hitler:* "Seven and a half million foreign civilians — men, women and children — were forced to work as slave labor in Germany. Many of them were beaten, half-starved, housed in hovels not fit for cattle, and forced to work from dawn to dark. Millions were placed in concentration camps, where most of them died or were put to death.

Hitler's "Final Solution"

"But the worst fate was reserved by the Fuehrer for the Jews. He was determined, he said to make Europe 'Jew-free.'

"He almost succeeded. Of Europe's ten million Jews, nearly five million were massacred in Hitler's gas chambers — and their bodies burned in his specially constructed furnaces. Another three-quarters of a million Jews were slain by the machine guns of the so-called *Einsatzgruppen* — Special Task Forces. This was the choice Nazi S.S. group which specialized in slaughtering Jews in Poland and in Russia, by gunfire.

"I remember one of the judges at the Nuremberg Trials interrupting Otto Ohlendorf, who led one of the special S.S. groups in Russia. Ohlendorf, like so many S.S. thugs, was a university-trained intellectual. Before the war he had been a professor in a Germany university. He was testifying about the 90,000 men, women and children his detachment had massacred in Russia.

"'For what reason were the children massacred?' the judge asked.

"OHLENDORF: The order was the the Jewish population should be totally exterminated.

"THE JUDGE: Including the children?

"OHLENDORF: Yes.

"THE JUDGE: Were all the Jewish children murdered?
"OHLENDORF: Yes.' "

Learning Activities

This brief overview of historical content constitutes the minimum amount of information that teachers and students need to understand the meaning of the events in Germany that preceded and occurred during the Nazi era. How much more teachers and students will want to learn will determine what and how many additional learning activities individuals and groups will undertake. Some students will be more interested, more mature and more able than others. In an effort to meet a wide range of interests and abilities, many diversified activities, films and bibliographies are included.

In presenting this unit and suggesting that it be used to supplement the meager textbook reports on the subject, the Anti-Defamation League of B'nai B'rith expresses its belief that when the youth of America are fully informed, they will reject the swastika and all that it implies.

Word-study and Vocabulary building

In preparation for reading and discussion, as well as during the unit, students should be encouraged to learn to read, spell and use at least one new word each day.

fascism	National Socialism	genocide
Nazism	regimentation	subversion
economic instability	hero worship	swastika
political instability	Third Reich	Master Race
democratic tradition	exploitation	Aryan
nationalism	totalitarian	General Staff
propaganda	concentration camp	Prussia
coercion		autarchy

Foreign Language

During the war and since, many people picked up German, Italian and French words which continue to appear in writings and conversations about the war. Thus some incidental foreign language study can be introduced in this unit.

Among the common foreign words students should be able to recognize are:

bund		Fuehrer
putsch		Gestapo
coup d'etat		lebensraum
Junker	Panzertruppe	blitzkrieg

Reading

Individual students will differ in the amount and kind of readings they can do. The following list represents a wide variety of books from which both facts as well as understanding of the nature of Nazism and anti-Semitism can be obtained.

Specific readings for information should be assigned preceding a discussion period. Other readings can be shared by permitting pupils to have small roundtable conversations about books.

Students should be encouraged to read a variety of materials including source books, biographies, plays, news articles and novels. A bibliography is included in this unit.

Group Discussions

1. Discuss the question of why many of the Nazis accused of war crimes during the Nuremberg trials insisted they were not guilty because they were "obeying orders."

2. Discuss how the use of mass communication media — radio, TV, newspapers — makes it possible to present to listeners and readers "facts" which never happened. Hitler and Goebbels exploited the big lie, feeding Germans whatever kind of "news" they wanted to become reality in the minds of the people.

3. Have the class listen to several newscasts of events and read various newspaper accounts of one of the incidents or issues presented. Discuss these with a view toward distinguishing between facts, opinions, assumptions and judgments and identifying the propaganda techniques used.

4. Discuss the conditions in America which could conceivably foster the rise of anti-democratic forces.

Committee Work

1. At the end of World War I, the monarchy was dissolved in Germany; a republic was proclaimed. There was no precedent for a "democratic" form of government. The new republic

was imposed on the country and doomed to failure from the start. Suggested Research:

I: study the conditions in Germany which had caused such political illiteracy at the time when surrounding nations were striving for more democracy in government. Committee II: study Germany's foreign relations, especially the position of the United States. Have a Joint Conference of the two committees in which the ambassadors from the United States insist on the establishment of a republic after the War, and the Germans, representing monarchists, militarists and industrialists fight for the continuation of the monarchy.

2. Have a committee study the use of symbols in the Nazi propaganda program and during the war in Germany. Include a study of American symbols.

3. Have a committee determine the origins and claims of the theory of racial supremacy and of the facts of race. Set up a meeting in which some role-play Nazis who believe in the racial myth, and others represent scientists and anthropologists who have documented evidence to disprove the myth.

4. Have students make a study of the methods by which the Hitler regime destroyed the individual's will power and ability to make a decision.

Writing

1. Using the theories outlined in *Mein Kampf* dealing with the use of the big lie, have students write a speech like those Hitler delivered in the campaign of 1930, offering a sure remedy for all the ills besetting the country. Have one student deliver the speech, using the techniques for oratory mentioned by Hitler in his book. Discuss the effect on the audience.

2. Hitler outlined the basic principles of his party's program as early as 1920. After students read and study the 25-point program the party proposed, have them write editorial reactions to the program from either point of view as they might have appeared in the free press of America.

3. Have character sketches written, allowing students choice from among well-known Nazi leaders.

4. Discuss the Hitler mass meetings and have students write about their feelings as, in imagination, they attend one.

Role-Playing

Have a committee study the conditions in Germany which created a climate of interest in the Nazi Party. Ask individual

pupils to play the roles of demobilized professional soldiers, farmers, monarchists, workers, property holders, industrialists, anti-Semites. Arrange a "round-up" session of "role-players" in which each tells why he plans to vote for Hitler in the election of 1930. Discuss the reasons given and the personalities involved.

Speakers and consultants (have students write letters of invitation and thanks and prepare presentation remarks.)

Historians can be secured from local universities and colleges.

Parents and other relatives who fought in Germany can be invited in as resource persons.

Refugees from Germany and other European countries, now living in the community, can be invited to come as consultants.

Audio-visual activities (films, radio, TV)

Films can be secured from local libraries, colleges and universities as well as distribution agencies. A film should be previewed before using in the classroom. A committee of students at such a preview, can formulate the presentation and the questions to be used to guide the discussion.

From time to time old films are shown on television programs, and new ones are scheduled for motion picture theatres. A special committee can be organized and commissioned to keep the class informed of relevant movies and of radio and TV programs. Listening and viewing should then be assigned and discussion scheduled for the following day.

Films

Act of Faith

The dramatic story of the Danish resistance movement, originally presented on CBS-TV. Filmed in Denmark, it offers a first-hand account of the role played by the Danish people in saving their Jewish countrymen from Nazi extermination. 28 min. Rental fee: $10.00. Order from: Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Divide and Conquer

Nazi patterns of conquest as they operated in occupied France. 20 min. Rental fee: $8.50. Order from: New York University Film Library, 26 Washington Place, New York, New York 10003.

From Kaiser to Fuehrer

A capsule history of Germany between the two world wars. 30 min. Rental fee: $11.00. Order from: McGraw-Hill Contemporary Films, c/o Film Rental Dept., Princeton Road, Hightstown, New Jersey 08520.

Memorandum

To commemorate the 20th anniversary of their liberation from Nazi concentration camps, a group of survivors returns to Germany. Their pilgrimage is recorded in this Canadian National Film board documentary which also deals with the failure to bring Nazi war criminals to justice. 58 min. Rental fee: $17.50. Order from: Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Memorial

Although no major underground movement arose in Nazi Germany, a few brave people vainly resisted the madness of the Third Reich. For their efforts, they perished. The heroic attempts of these clergymen, labor leaders, and students—all non-Jews—are recounted in this film, by means of World War II documentary film, still photographs, and contemporary sequences filmed at a church in West Berlin built as a memorial to their valor. Produced under the auspices of the government of the city of West Berlin. 17 min. color. Rental fee: $15.00. Order from: Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Rise and Fall of Nazi Germany

This film shows how, in carrying out the doctrines first enunciated in *Mein Kampf*, Hitler led the Third Reich to domination over fifteen countries. 18 min. Rental fee: $10.00. Order from: McGraw-Hill Contemporary Films, c/o Film Rental Dept., Princeton Road, Hightstown, New Jersey 08520.

Rise of Adolf Hitler

A short history of Hitler's rise to power. 27 min. Rental fee: $14.00. Order from: McGraw-Hill Contemporary Films, c/o Film Rental Dept., Princeton Road, Hightstown, New Jersey 08520.

Trial at Nuremberg

Recapitulates the highlights of the Nuremberg trials. 26 min. Rental fee: $11.00. Order from: McGraw-Hill Contemporary Films, c/o Film Rental Dept., Princeton Road, Hightstown, New Jersey 08520.

The Twisted Cross

The story of Adolf Hitler and the Nazi movement, beginning in 1923 and ending in 1945. Derived almost entirely from German news film. 54 min. Rental fee: $18.00. Order from: New York University Film Library, 26 Washington Place, New York, New York 10003.

Verdict for Tomorrow

A well-documented account of the Eichmann trial, narrated by Lowell Thomas. The film is based on footage of the Eichmann trial in

Jerusalem and portrays the trial as a reminder of Nazism and Jewish persecution rather than as a "dated" legal presentation. Produced by Capitol Cities Broadcasting Company. 28 min. Rental fee: $10.00. Order from: Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Warsaw Ghetto

The story of the Warsaw ghetto. Rental fee: $10.00. Order from: Community Service Bureau, American Jewish Congress, 15 E. 84 St., New York, New York 10028.

Watch on the Ruhr

This film explores the reasons for the industrial recovery of Germany after World War II and tries to answer the question, "Can we trust the Germans?" 54 min. Rental fee: $15.00. Order from: McGraw-Hill Contemporary Films, c/o Film Rental Dept., Princeton Road, Hightstown, New Jersey 08520.

Writings of the Nazi Holocaust

With the single exception of *The Diary of Anne Frank*, the literature of the Holocaust is virtually unknown. Critic and novelist Ernest Pawel analyzes the literary merits of what has come to be known as Holocaust literature and interprets its relevance for today. Sequences from several works are read by leading actors. Three teachers from New York Archdiocese schools join Dr. Joseph Lichten, formerly Director of ADL's Department of Intercultural Affairs, in the discussion. Lecture and discussion, 30 min. each. Rental fee: $17.50. Order from: Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Filmstrip

The Anatomy of Nazism

The social, cultural, economic, and political effects of fascism in Nazi Germany. Although focused on Germany, this filmstrip succeeds in reflecting the threat to democracy inherent in all forms of totalitarianism. 55 frames. In color with captions. Purchase price: $5.00. Order from: Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Recording

I Can Hear It Now (Columbia Records).

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A perceptive biographical study of Nazism from its inception to 1934. Despite its age, this is still an important work by the earliest student of the Hitler movement.

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The best of the Marxist interpretations, it is especially valuable for its probing analysis of the interrelationship between politics and economics.

Shirer, William L. *Berlin Diary.* New York: Popular Library (paperback), 1971.

The diary of a noted foreign correspondent. Originally published in 1940.

1945-1973—NAZISM IN RETROSPECT:

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An influential analysis of Nazi and Stalinist totalitarianism and a demonstration of the central importance of anti-semitism in the Nazi system.

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A detailed, comprehensive, and penetrating analysis of the Third Reich by a leading German political scientist.

Bullock, Alan. *Hitler: A Study in Tyranny.* New York: Harper and Row (Torchbook paperback), 1964. Harper and Row also publishes an abridged edition (Perennial Library paperback).

The standard scholarly biography.

Cohn, Norman. *Warrant for Genocide: The Myth of the Jewish World-Conspiracy and the Protocols of the Elders of Zion.* New York: Harper and Row (Torchbook paperback), 1969.

This scholarly study argues that the Nazi racial doctrine was a secularized version of medieval demonological anti-semitism.

Hilberg, Raul. *The Destruction of the European Jews.* Chicago: Quadrangle Books (paperback), 1961.

Indispensable. The definitive scholarly study. Describes in minute detail the conception and execution of the Nazi program of extermination.

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Case studies of ten German families whom the author came to know intimately in the post-war years. Tries to understand why "average" people supported Nazism.

Passant, E. J. *A Short History of Germany, 1815-1945.* New York: Cambridge University Press (paperback), 1962.

Especially useful for its explanatory maps, highlights of economic history, and excellent summary of the Nazi era.

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The diary of a girl who later perished in Belsen. Written while hiding from the Nazis in Amsterdam. A stage version of the *Diary* by Frances Goodrich is also available, published by Random House.

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